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ABSTRACT

While American schools have long offered some kind of international education, the approach to this topic has been characterized by a Western orientation, a nationalistic perspective that conveys the superiority of the United States, an omission of information about other cultures, a message that all people are the same, and an elitist focus. Such approaches to international education are no longer consistent with the needs of an interdependent world. Global education, the effort to foster a world view and a realization of the interconnectedness of people, is a necessity, given the context of changes in social, economic, and political structure of the world. This approach emphasizes interdependence, diversity, empathy, multiple loyalties, cooperation, human rights, participation, change, and conflict management. Some significant models have been developed for teaching global education, among them the curricula developed by Minnesota, Florida, Chicago, and the Longview Foundation project. Much yet needs to happen. Massive implementation of global education goals needs to occur in both formal and informal curriculum. Altering the "societal curriculum" and/or responding to it in constructive ways offers the most significant challenge of all. (LP)

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Research Summary Report

GLOBAL EDUCATION: STATE OF THE ART

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PREFACE

During 1983, the Northwest Regional Exchange sponsored the development of six focused research reports whose topics were identified by the states within the region--Oregon, Alaska, Hawaii, Washington, Montana, Idaho, and the Pacific area. The titles of these publications include:

- Designing Excellence in Secondary Vocational Education: Applications of Principles from Effective Schooling and Successful Business Practices
- Toward Excellence: Student Teacher Behaviors as Predictors of School Success
- State Level Governance: Agenda for New Business or Old?
- A Call for School Reform
- Global Education: State of the Art
- Equitable Schooling Opportunity in a Multicultural Milieu

We have found this dissemination strategy an effective and efficient means of moving knowledge to the user level. Each report is in response to state defined information needs and is intended to influence the improvement of school practice. In each case, a specific knowledge(s) base, anchored in research and development, is analyzed and synthesized. The process is more telescopic than broadly comprehensive in nature. Elements of careful selectivity and professional judgment come into play as authors examine the information against the backdrops of current state needs, directions, and/or interests. As a result, research-based implications and recommendations for action emerge that are targeted and relevant to the region.

J. T. Pascarelli, Ed. D.

ACKNOWLEDGEMENTS

Readers of this paper will rapidly sense that its value rests in work, research, and commitment of others over at least the last two decades. We wish to acknowledge particularly the direction to the field of global education provided by Lee F. Andersen, Jim Becker, and Judith Purta-Torney. Their scholarship, along with the efforts of many others provides us a solid and assuring base for implementing global education.

And closer to home we wish to acknowledge the valuable suggestions for improving this paper offered by Robert Pratt and Jim Ylvisaker for their thoughtful review of the paper. Our appreciation also to Bev Bailey for her careful typing and to Margaret Rogers for her help with the editing of the manuscript.

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I. INTRODUCTION

I look forward to the time when men will be as ashamed of being disloyal to humanity as they are now of being disloyal to their country.

Fyodor Dostoyevski

We are beginning to discover that our problem is worldwide, and no one people of the earth can work its salvation by detaching itself from others. Either we shall be saved together or drawn together by destruction.

Rabindranath Tagore

The words of Dostoyevski and Tagore, though written in different times and from divergent cultural perspectives provide powerful rationale and backdrop for this paper. The Russian writer's literary idealism is transformed by Tagore into a contemporary and pragmatic sense of urgency where survival of the planet and those of us inhabiting it are the crucial stake. As this paper unfolds, that sense of urgency will be found throughout, especially as it relates to education and its role in drawing humanity together while time still permits us to avert the ominous fate warned by Tagore.

II. INTERNATIONAL EDUCATION: HISTORICAL OVERVIEW

Teaching about other peoples and places is not a new phenomenon. By omission and commission, by accident and by intent, a kind of international education has been occurring for many years in American schools and those in other nations, as well. To better understand the status of global education today, it is useful to review briefly what these earlier approaches have looked like. Review of the literature suggests that the following characteristics typified much previous "international" education:

1) Omission of reference to peoples of the world and of different cultures has a long tradition in American curriculum and textbooks. As a result of this omission, students have learned to think of themselves and their country as the center of the universe from political, economic, and social vantage points. Ethnocentrism is a natural product of such an approach and its presence is well documented in research on the international knowledge and attitudes of children and adolescents. (Torney, 1980; Branson, 1982).

2) Western orientation can be seen in the majority of curriculum materials developed prior to early 1980's. Comparative studies most often include at least one western nation (usually the United States) as part of the dyad being examined. This dominantly western-orientation has tended to explain other peoples' actions and beliefs through American and/or western eyes. Curriculum which considered the cultural filters of

others have been few. Carlos Cortes makes this point clearly in his discussion of the distorted images of Latin American peoples which have been created largely by the media and reinforced by curriculum materials. The "lazy Latin" and the "ambitious Anglo" are but two of the more common stereotypes generated through previous approaches. (Cortes, 1976; 1980).

3) Nationalism has been a traditional theme throughout international curriculum efforts. Students continue to learn that America reigns supreme in the world with superior culture, technology, and political systems. "Buy American," and "America is always best" are familiar slogans in many classrooms still today. This narrow perception of the world however, is rapidly challenged by the popularity of Japanese automobiles, by increasing foreign investments, by and in American corporations, by the increasing sale of agricultural products abroad, and finally by the large number of students, business executives and tourists from other countries who visit this nation. (Becker, 1979, p.13). In Megatrends, John Naisbitt discusses this change and its implications. He states:

The United States is in the midst of a powerful two-fold change. First we are shifting from being an isolated, virtually self-sufficient national economy to being part of an interdependent global economy. Second, we are giving up our former roles as the world's dominant force and becoming a member of a growing handful of economically strong countries....This shift is a turning point in world economic history. Never again will a single country dominate the world the way the United States did after World War II. (Naisbitt, 1982, p.57).

Naisbitt continues:

"For Americans, it will not be an easy transition". (Ibid, p.57).

Perhaps the most difficult part of this transition will be in adjusting our view of the world to begin "thinking globally." As Naisbitt and this paper argue, effective global education will require more than understanding new technologies; it demands new perspectives, reassessments of old values, and creative visions for new futures.

4) Area studies have been a major approach for delivering content about peoples and places around the world. Most often these have included large amounts of physical geography, some history, and little or no cross and/or intercultural education. When culture has been examined, it frequently has focused on seemingly exotic behaviors, the exploits of a particular hero within the culture, and almost always a major holiday. (Cortes, 1976; Banks, 1973). Very significantly, the lion's share of the limited time that has been devoted to "international understanding" has typically been focused on discussion of historical rather than current perspectives and events. This issue is particularly salient given Naisbitt's urging to reorganize our thinking about the present and future.

5) Similarity has been a dominant message throughout most curriculum materials dealing with peoples around the world. "People are all the same," is a message long conveyed to students of all ages. While all human beings do share very basic needs, e.g. food and love, these needs are expressed and satisfied in extremely diverse patterns. For the student who has been taught "all people are the same," an experience with difference is interpreted as more than mere difference; it becomes wrong or bad. It should not be surprising then that many adults have considerable difficulty dealing with, much less comprehending, the reality of cultural diversity and pluralism in our society today. (Bennett, 1979).

6) Elitism also characterized most early efforts to provide effective international education. There appeared to be the assumption that only a few special people needed to be truly informed about world events and peoples within the world. Particularly bright students were those typically identified for such programs. Formal programs nearly always aimed themselves at senior high and college-level students. For the most part, elementary students were thought to be incapable of exercising the cognitive processes necessary to think about diversity and geographic/spatial relationships beyond their own neighborhoods and towns. (Becker, 1979)

Emphasis on secondary and college-level students probably resulted from application of Piagetian theory which suggests that early elementary students are highly concrete in their thought processes and egocentric in their perceptions of the world. As children move through school, particularly from ages 8-12, they become more abstract in their thinking processes and less egocentric. Summarizing research on the subject, Carlos Cortes tells us that though young people may become more knowledgeable about international issues, they also tend to become more rigid in their stereotypes about international issues and people of other nations. Hence, he suggests if we are to develop constructive attitudes about peoples and places around the world, we "must make special efforts [at developing constructive attitudes] as students move from their early egocentric stage to this 12-year old hardening of the perceptual and attitudinal arteries." (Cortes, 1976, p.60).

III. GLOBAL EDUCATION

Call for Globalization of International Education

It is increasingly clear that these earlier approaches to teaching about international education are no longer consistent with the needs of today's interdependent world. Reischauer has called for a "profound reshaping of education if mankind is to survive in the sort of world that is fast evolving." (Reischauer, 1973, p.3). He writes "humanity will face many grave difficulties that can only be solved on a global scale" (Reischauer, 1973, p.4). Continuing, he argues this situation requires "a much higher degree of understanding and a far greater capacity for cooperation between disparate peoples and nations that exist now. . . . [Education] as is presently conducted in this country--and in every other country in the world, for that matter--is not moving rapidly enough in the right direction to produce the knowledge about the outside world and the attitudes toward other peoples that may be essential for human survival within a generation or two. . . . The inadequacy of contemporary education is a much greater international problem than the military balance of power that absorbs so much of our attention today." (Reischauer, 1973, p. 4)

One of the strongest cases for globalizing American education is made by Lee F. Anderson who states that the question "Why should American education be globalized?" is really a nonsensical one. It is, he argues, because "the question implies choice, a freedom to do it or

not do it depending on how we feel." (Anderson, 1980, p.1) Professor

Anderson supports his observation stating:

Any real choice we may have once had in this matter is eroding, and the task of globalizing American education is rapidly entering into the kingdom of necessity where the only real choices center on how well and how rapidly the task gets executed. (Anderson, 1980, p.1)

The core of Anderson's argument is similar to that made earlier in this paper by John Naisbitt. In essence both place the need for global education in the context of changes in the social/economic/ and political structure of the world. Anderson though, goes on to offer a uniquely compelling set of pragmatic reasons for teaching more effectively toward global understandings. He tells us that given the present state of our art in dealing with economic, political, and social situations, Americans will become increasingly involved in situations where:

- The absence of a competency in one or more foreign languages will be embarrassing at best and painful, if not disastrous, at worst
- The absence of cross-cultural awareness will prove to be very dysfunctional
- The absence of an ability to participate actively and self-consciously in transnational political and social action will prove destructive of both self interest and democratic values
- The absence of reasonably complex cognitive maps of the world system will result in simplistic, self-destructive behavior
- The absence of a rudimentary knowledge of the history, sociology, and geography of the world system will make one subject to contempt and the object of manipulation
- The absence of a rudimentary understanding of the ABC's of humankind's contemporary planetary condition will render one incapable either of protecting self-interest or furthering humane values. (Anderson, 1980, p. 12)

As one reviews the growing body of literature on global education, it is clear that increasing numbers of scholars, politicians, and educational practitioners agree with Anderson. They underscore his argument that "the only real issues are how, with what degree of quality, and how rapidly will American education become more globalized."

Definition of Global Education

The remainder of this paper explores the nature of global education as it is currently discussed and defined in the various professional literature, scholarly journals, and in classroom practice. Several organizing questions have been identified as the framework for exploring this subject. They include:

- What is global education?
- How do we know it when we see it?
- What are its critical attributes?
- What is global education not?
- How might global education be different and/or unique from other kinds of educational innovations?
- What kinds of processes are required for successful implementation of global education?
- What key issues need to be considered, especially as they relate to policy?
- What is the relationship of global education to other educational innovations?

What is Global Education?

Seeking a satisfactory definition quickly reveals something unexpected about the nature of global education. It is in fact, larger

than a singular idea. This is evident in the range of definitions offered by leaders in the field:

...helping citizens--young and old alike--develop the problem-solving capacities associated with making thoughtful decisions; it involves helping people develop the skill to make reasoned judgments about their own international behavior and the decisions and actions of others; it involves helping people develop the capacity to exert some influence over international social and economic processes in which they are inevitably involved in daily life. (Gilliom, 1981, p.81)

...an effort to create educational systems in which children, youth, and adults come to do two things. On the one hand, students learn to perceive and understand the world as a single and complete global system; on the other, students learn to see themselves as participants in the world system and to understand the benefits and the costs, the rights and the responsibilities, inherent in such participation. (Becker & Anderson, p. 83)

...global education is the lifelong growth in understanding, through study and participation, of the world community and the inter-dependency of its people and systems--social, cultural, racial, economic, linguistic, technological, and ecological. Global education requires an understanding of the values and priorities of the many cultures of the world as well as the acquisition of basic concepts and principles related to the world community. Global education leads to implementation and application of the global perspective in striving for just and peaceful solutions to world problems. (Guidelines for Global Education/Lancing, State of Michigan Department of Education, 1978)

...Global education consists of efforts to bring about changes in the content, in the methods, and in the social context of education in order to better prepare students for citizenship in a global age. (Anderson, 1980, p.15)

...Global education refers to efforts to cultivate in young people a perspective of the world which emphasizes the interconnections among cultures, species, and the planet. The purpose of global

education is to develop in youth the knowledge, skills, and attitudes needed to live effectively in a world possessing limited natural resources and characterized by ethnic diversity, cultural pluralism, and increasing interdependence." (Chapman et al., 1982)

Despite the diversity of these definitions, several important assumptions are shared by each. These assumptions are developed more fully in the list of "critical attributes" associated with global education. In other words, however uniquely stated, global education is defined and characterized by a set of assumptions and attributes which act as a kind of "curricular glue." These assumptions help clarify the dramatic difference between today's global education and any previous attempts to education about people and places. They include:

- 1) Students now in the nation's schools are becoming citizens within the context of a global era in human history.
- 2) The demands of citizenship in a global age call for the development of competencies that have not been traditionally emphasized by schools.
- 3) Certain changes must take place in the content, in the methods, and in the social context of education if schools are to become more effective agents of citizen education in a global age. (Anderson, 1979)

It appears that instead of one tidy definition, we are required to look for a constellation of factors existing together before global education can really be said to be taking place. We will describe those factors as "critical attributes." The next section outlines those necessary features of global education.

Critical Attributes of Global Education

Global education emphasizes:

A Perspective. Instead of a single course or narrow body of content, global education is a way of looking at the world and the issues facing it. This view incorporates at least the following ideas:

- Interdependence and connectedness. Global education perceives nations and peoples closely connected to one another as are parts of an efficient system. All parts support each other. Rarely can they act in isolation without impacting or being impacted by other parts.
- Diversity. Global education recognizes pluralism of cultures as the norm rather than the concept of similarity. Thus, diversity and pluralism become values toward which to teach.
- Frame of reference and perspective consciousness. Given diversity in cultural starting points, it is essential to understand the concept of perspective consciousness, i.e. awareness that each of us view the world from different viewpoints. Perspective consciousness assumes that one's view of an experience is influenced largely by all the cultural and historical "baggage" brought to it. When working with others in problem-solving or everyday situations, it is important to not only recognize that differing frames of reference exist but to know what they are and accept them as valid starting points in whatever relationship exists between parties. (Cortes, 1976; 1980)
- Empathy. Developing the capacity to empathize with others is an essential ingredient in perspectivism. Demonstration of empathetic skills will encourage us to, as Milton Bennett (1979) suggests, "undo the Golden Rule." Bennett tells us that taken literally, the Golden Rule contains assumptions inconsistent with living successfully in a culturally pluralistic world. In essence, he says that "Do unto others as you would have them do unto you," presumes others want to be treated the same way you do. This means then that if you like spinach for breakfast, the way to make others happy at breakfast is to feed them spinach. With spinach as the somewhat harmless example, one can speculate about the application of this inaccurate assumption of similarity to intergroup and international relations.

Instead of applying the Golden Rule, Bennett suggest another guideline: The Platinum Rule, "Do unto others as they would do unto themselves." As stated, the Platinum Rule presumes diversity of perspective for starting points. It also assumes that individuals will need to look beyond themselves to successfully work with other peoples and nations. This is the first step in empathy development according to Bennett. The importance of this step cannot be

overemphasized. As Torney and Morris (1972) have pointed out, "The ability to take the perspective of another person may be prerequisite to the acceptance of different or unfamiliar characteristics of others (those common to persons from other countries), for example." Cortes tells us that "similar role-tracking ability is required to understand processes of conflict resolution either on the international level, as in war, or closer to home. Until a child has overcome cognitive egocentrism in his orientation, he will gain minimum benefits from training requiring such ability." (Cortes, 1972, p.60)

- Multiple loyalties. We are simultaneously loyal to a range of institutions and groups, e.g. family, state, nation. It is vital that world citizens understand the relationship between these loyalties and recognize their supportive functions. Loyalty to nation is not inconsistent with loyalty to the planet.
- Ethical and moral maturity. Decision-making about global issues requires the highest qualitative skills and values. The mature global citizen demonstrates rational behavior framed in a context of ethical and moral excellence.
- Human rights. The concept of international human rights is central to mature thinking in a global perspective (Torney, 1980). Citizens recognize that dignity, worth, and rights belong to all peoples on the planet.
- Participation. Effective citizenship in a global society requires that individuals have prior successful experience actively participating in the political processes of their environment. Furthermore, it is imperative that a sense of positive political efficacy be developed at the earliest age possible. In other words, citizens of all ages need to feel "I can make a difference." (Hess & Torney, 1967.) It appears that there is a clear relationship between lack of efficacy and cynicism about the entire political process. (Ibid.) Hence, global education must provide legitimate opportunities for students to make a difference in their world through systematic participation. This probably means more than "extra-credit" activities; institutionalized access to and involvement in their communities--local and global.
- Cooperation. Competition at the expense of other nations and citizens can no longer be seen to be in the self-interest of any nation or group of people. Given the interdependence of the world parties and the complex issues experienced by all, "win-win" outcomes are the most desirable. In other words, all parties win. This outcome can only be achieved through cooperative behaviors wherein all parties assist each other in achieving individual and collectively decided upon goals. Among the most important skills associated with cooperation is the "art of negotiation." Roger Fisher suggests that this skill is particularly dependent upon one's ability to view the world from another's perspective. He says, "A

critical feature in the process of improving a relationship is the degree to which the views and interests of the other party are taken into account in developing one's own views." (Fisher, 1972, p. 68) The process of negotiation requires, according to Fisher, skills and behaviors emphasized by both Bennett (1979) and Cortes (1980). That is, departing from one's own frame of reference to understanding and accepting the world view of another.

- Change. The mature global citizen must be able to live comfortably with rapid and myriad changes. He/she must be able to distinguish between constructive and destructive change. This requires a whole new set of skills for many people; that is, speculating about what the future can look like. Roger Fisher admonishes us not to predict the future but rather to talk about what it ought to look like. (Fisher, 1972, p.12) He says "Predicting what will probably happen about a problem contributes little to its solution. Predicting has in fact an inhibiting quality of tending to convince people that the future is fixed, and that there is nothing we can do about it. (Fisher, 1972, p.11) Sorting through and recognizing the consequences of all available options is an activity likely to engage much of our time.

Megatrends author John Naisbitt builds on Fisher's concept of choice and "ought." He reminds us that the world is no longer (if it ever was) "either-or." Instead, we are living in a "multiple option" environment. (Naisbitt, 1982, p. 231.) Most importantly, he suggests we are living now in a "time of the parenthesis, the time between eras." (Naisbitt, 1982, p.249). This issue appears less important for the eras themselves than for the psychology of being in between. Naisbitt says we have not "embraced the future....We have done the human thing: we are clinging to the known past in fear of the unknown future." (Naisbitt, 1982, p. 249) He also encourages us, however that "Although the time between eras is uncertain, it is a great and yeasty time, filled with opportunity. If we can learn to make uncertainty our friend, we can achieve much more than in stable eras." (Naisbitt, 1982, p.252)

- Conflict management. Issues and dilemmas facing our world and people are subject to change and are of such complex natures that conflict management instead of conflict resolution is a far more realistic expectation producing recognition that world conditions are dynamic and on-going.
- Ambiguity. Black and white answers probably never really existed but the time is long past when even the myth can endure. Competent world citizens must act in the large zone of grays where absolutes are absent. The grays are made up of difficult and conflicting values where one right challenges another. Tolerance for ambiguity is essential at all ages and positions in life.

The sum of these critical attributes is a unique approach for teaching about people and places around the world. Perhaps the most

distinguishing feature about this approach in relation to previous attempts is the level of commitment to human dignity and justice they reflect. These attributes reflect a basic belief in the ability of citizens of the world to work through and manage the most difficult problems facing humankind. Global education is clearly not value free. It is openly and explicitly committed to a range of value goals evidenced in the preceding list of critical attributes. This feature is especially significant as we consider issues relevant to successfully implementing global education--not an add-on curriculum but a perspective infused into all aspects of current curriculum.

State of the Art: Some Promising Practices

Global educators can be encouraged. A superior nucleus of curriculum and instructional programs have already emerged to serve as models for others entering the field. Following is a sampling of some of them:

State of Minnesota

1) The state of Minnesota has developed a complete K-12 global education plan. The overall purpose of the plan is to improve the global literacy of all Minnesota students. (Minnesota, 1979, p.1) The framework of this plan is outlined in the charge given to the Curriculum Development Task Force appointed by the Minnesota State Board of Education. It said:

The charge. To develop and disseminate a K-12 Contemporary World Studies (Global Education) education plan for Minnesota that includes a conceptual framework which identifies some essential learner outcomes in the knowledge, skill, and attitude areas for attainment prior to graduation. The plan should also include a bibliography of materials for students and inservice opportunities for Contemporary

World Study educators. The bibliography will identify commercially available materials congruent with the essential learner outcomes in the conceptual framework. The learner outcome without congruent materials will be identified and a plan to generate development of needed materials will be developed. Evaluation instruments for students will be identified. A second bibliography will identify sources of data and expertise from organizations engaged in international trade.

Definition. Contemporary World Studies education is a way of viewing and thinking about the world which can be characterized by the notion we "are crewmembers of spaceship earth"--that we world citizens are "all in this thing together", and that the fate of some of us is quickly becoming the fate of all of us. What one nation does impinges increasingly upon other nations. The day when "they can do their thing and we can do ours" is almost past.

Contemporary World Studies education is best seen as an extension and enlargement of the schools' traditional, time honored responsibility of preparing children for responsible and effective citizenship in families, communities, states, nations and world or planet. In short, Contemporary World Studies education is to know and understand how individuals, groups and communities interact with world wide economic, political and social groups.

State of Florida

Florida presents us with yet another state-wide model. This state's approach has a particularly interesting feature. It is K-Adult. The Florida Advisory Council on Global Education has primary responsibility for developing the state's plan which included a significant portion devoted to recommendations. Those recommendations suggest the kinds of actions which might be taken by School Boards and State Departments of Education to foster Global Education. They include:

- 1) It is in the interests of the states to education their citizens for a new world role

- 2) The full time career service position within the department of education should be developed to coordinate international education activities
- 3) A unified approach must be taken if global education is to gain the necessary momentum; however, the primary source for the development of global education policies should come from the local level
- 4) State regulatory agencies should include global education competencies in their assessment of teacher competencies, student competencies and textbook adequacy
- 5) It is necessary that the Department of Education and the Commissioner take a leadership role through policy and structural changes to promote global education
- 6) Local school districts and school boards must support global education
- 7) Schools and colleges of education must give priority to more appropriate preparation of teachers with a global perspective
- 8) School, university, college, and public libraries, media, and learning resource centers must have sufficient and appropriate materials in order for global education to have any significant educational impact
- 9) Research in global education should be encouraged
- 10) Global education should be incorporated into basic skills courses, foreign language studies, civic literacy and citizenship education, and multicultural education. (State Plan for Global Education in Florida, Findings and Recommendations, 1981)

Longview Foundation

Throughout this paper we have stressed the importance of introducing global education concepts as early as possible. We have also indicated that there is a dearth of quality programs at the elementary level. A significant attempt to rectify this situation was undertaken by the Longview Foundation for Education in World Affairs and International Understanding, 1977-80. The project involved elementary school teachers

in six Washington, D.C. area schools. The project's purpose was to help those teachers build "pro-global-mindedness" into existing social studies program. This was done by means of several workshops each project year. In each of the workshops, educators, political scientists, and professionals in world affairs and global issues worked with teachers and principals to increase their understanding of sensitivity issues of global proportions and help them see these issues as part of a continuum.

Evaluation of the project found that global education programs help students develop a more comprehensive view of the United States along with a view of other nations; that such programs can be successfully integrated into existing curricula; and that they can have a valuable impact on teaching procedures. (Turner, 1980)

Chicago's Alcott Elementary

Yet another example of a globalized elementary school curriculum is found at the Alcott Elementary School on Chicago's North Side. It is one of the relatively few prototypes of a truly comprehensive world centered program. (Gilliom, 1981, p. 82) The program was described by John Cogan, Associate Professor of Education at the University of Minnesota. He says:

Each year a global theme or organizing concept is chosen. The the students and staff work toward integrating the theme into all aspects of the curriculum--social studies, reading, mathematics, literature, language arts, science, music, art, and physical education. Each class may choose to approach the theme in its own way, but the organizing concepts remain the central focus throughout the year. Themes for the past several years have included "It's a Small, Small World" (1973-74), "The Storyteller and the Development of Folklore of People Around the World" (1974-75), "Bicentennial" (1975-76), and "Reading as a Means to Global Understanding." (1976-77).

The program includes all children in the school from the headstart classes through the 8th grade, the EMR, learning disabled, and those from the English as a second language program. The variety of activities taking place throughout the year is overwhelming. Children research and play games native to other countries; research their own ethnic heritage; prepare food of the various background nationalities of the students; learn songs from around the world; research customs, traditions, the holidays of other lands; plant seeds from different countries and study their growth in Chicago's climate; learn dances from around the world in physical education classes; engage in creative writing projects; read stories from other lands; and study about storytellers and their role in society, both now and in the past. Thus, Alcott's global education program involves all areas of the elementary curriculum. (Cogan, 1978, p. 503-505).

Organizational Efforts

Global Education is fortunate that efforts by the formal educational establishment are enriched by a strong support system by a range of important organizations around the country. These organizations each have provided assistance in curriculum development models, refining goals, and generally encouraging global education. Just a few of the more activist in this area include The American Bar Association's Special Committee on Youth Education for Citizenship (Chicago); The Center for Global Perspectives (New York); The U.S.-Japan Education Group (San Francisco). If contacted directly, each of these organizations will furnish individuals and/or districts assistance in developing appropriate global education curriculum.

The state of the art is encouraging. From coast to coast and at all grade and age levels, efforts are being made to introduce global education concepts and skills. It is clear that the most basic steps have been taken in advancing global education. That is, it has been

conceptualized, articulated, and important models are being developed. What happens with the models and other long-term efforts will depend, however, on the success or failure of the next and critical phase of this innovation, implementation.

IV. IMPLEMENTATION IN EDUCATIONAL SETTINGS

The last two decades have provided us with ample lessons and guidelines applicable to any educational innovation. While generic issues are highly relevant to global education, its unique nature dictates additional attention in some areas.

First, let us consider the issues relevant to educational innovation generally, each of these issues also impacts global education.

It is clear that simple invention of a new and better product will not advance that idea to the market place. According to Everett M. Rogers (1971), innovations generally proceed through several stages including awareness, trial, adoption, adaptation and institutionalization. Each of these steps requires specific behaviors on the part of the innovator. In this case, global education should be carefully introduced in awareness level programs to persons likely to influence others. Today's innovation literature typically describes these people as the "gatekeepers." Once the concept has been introduced to key individuals, it will be "piloted". The successful trial will produce an adoption or long-term commitment by a school or district which will officially incorporate the approach and/or materials. Adaptation occurs as the product is adjusted to its host environment. At this stage, the successful global education curriculum is flexible and malleable. The caveat here of course, is that while the adaptation takes place, the product must retain its basic integrity. While each of these

stages is of significance, the importance of this level cannot be overstressed. Research confirms that programs too rigid to meld into the ongoing curricular efforts, simply die. Hence, successful global education programs will ultimately have their own unique features because they have each been adapted to different environments. They will, however, reflect the shared "critical attributes" previously described in this paper.

Institutionalization occurs as the product becomes more and more a part of the new environment. It is no longer supported by special monies of projects but is in and of itself a part of the overall curriculum.

Obviously each stage requires systematic and careful behaviors on the part of the innovator. It is abundantly clear that one stage missed or overlooked is likely to result in the apparent failure of the innovation.

Innovation research further suggests that the pilot stage is particularly vulnerable to the novice innovator. (Falkenstein, 1977) Too often a new program is tested on such a small number of persons that the necessary "critical mass" (Berman & McLaughlin, 1976) is never achieved to disseminate the new idea effectively. Hence global education should be especially sensitive to and chary of the isolated test carefully detached from other significant processes. It is likely to begin as a pilot and end just that way.

Yet another lesson from recent innovation studies warns us of an apparent human frailty, general resistance to change. The resistance increases in degree as the perception of the degree of change also increases. In other words, the more a person thinks something has changed, the more that person will resist accepting the innovation. Hence, global educators will want to think long and hard about how their

innovation is framed--the extent to which it heralds new horizons. The challenge here, of course, is how to honestly introduce that which is clearly different without destroying or compromising the integrity of the product and at the same time, disseminating it on a massive scale to a needy public.

Related to the issue of "change readiness" is the concept that people change when they are dissatisfied with a present condition (Berman & McLaughlin, 1976). The global education innovator must identify very specific and concrete ways of showing others how this product will be an improvement over what currently exists.

The foregoing conditions and issues must be confronted by any educational innovation. The nature of global education, however, suggests some additional considerations. First, and perhaps foremost is its non value-free character. Because global education does represent commitments to beliefs and behaviors, it is imperative that those beliefs and behaviors be understood by individuals at all levels--those in policy-making positions, those providing tax-support, those providing instruction, and those receiving the instruction. It is particularly important that persons charged with managing school districts and systems understand the legitimate role these values have within the overall curriculum and their consistency with American constitutional values generally. It is these people who "meet the public" and sometimes act in a perceived adversarial role. If they believe the ideas being encouraged to be provocative, likely to arouse controversy, the chance of their success is greatly reduced. One of the recurring themes on studies of the innovations of the sixties was that a curriculum needed only to be

perceived as controversial for it to be rejected. Fear of controversy in most cases is devastating to the average school administrator.

(Falkenstein, 1977) Virtually every educational innovation requires some retraining on the part of teachers within the system. Global education is different only in degree. It requires massive re-education by nearly everyone associated with the curriculum development and/or instructional process. Responding to the question, "Are teachers prepared to teach from a global perspective?", H. Tom Collins tell us:

This is a problem that should not be dismissed casually. Many teachers--like all adults--were educated in an entirely different age, and consequently, they do not feel entirely at ease with some of the content being emphasized in global studies. But the teachers have always felt inadequate regarding certain content they've been required to teach, and in spite of their feelings of inadequacy, the vast majority of them have done a remarkably fine job. (Collins, 1982, p. 18)

The issue of teacher re-education must address at least three major concerns: the content and process or substantive base of global education, the teacher's own attitudes, and the curriculum development process.

Concerning content and process of global education, many teachers must learn a new body of knowledge and/or become familiar with new perspectives. Ideas such as interdependence, acceptance of ambiguity, perspectivism, and empathy are as new for teachers as they are for their students. In some ways, the issue may be even more complex for teachers. Unlike their students, teachers have had many more years to solidify their values and attitudes. Because the threads in global education are laden with commitments which may mean value change for some people, the re-education process is more complex than simply teaching a

technical process associated with reading or science. This relates closely to the second issue of reshaping many teacher's attitudes and beliefs about the world. It is unlikely that an individual holding highly ethnocentric and nationalistic views will be able to offer students opportunities for learning about pluralism, interdependence, and other concepts central to effective global education (Collins, 1982).

And finally, the process by which global education is most likely to successfully find its way into existing curriculum is through infusion. The infusion process is of such significance to the long-term success of the global education, we choose to describe it more fully (Gilliom, 1981).

The Infusion Model

The infusion model is one characterized by the key threads or attributes of intercultural/international global education woven throughout the entire school curriculum, formal and informal. This model assumes that global education can and should be found in every aspect of the school curricula. It requires commitment from an entire school--perhaps from an entire community.

A search of current literature dealing with this subject suggests that relatively few infusion-model prototypes currently exist. Given the dearth of global education infusion prototypes, it will probably remain for local school systems to design their own models (Gilliom, 1981). This will require that teachers in the diverse subject areas, ranging from science and history to the creative and performing arts, understand the nexus between global education and their own content specialties. This will not occur without substantial in-service and attention to responsible curriculum development procedures. (See Figure 1.)

Probably one of the most important features of in-service and curriculum development processes will be examining what already exists in the curriculum. Often teachers will be surprised to learn that opportunities are already built into their programs for introducing global education.

Two additional characteristics should be associated with effective in-service and curriculum development processes. First, both will be perceived as on-going. That is, they will not be expected to have an end as if the subject is completed and done, The job is never done; rather it continues as people grow and needs change. Francis R. Link, Senior associate of Curriculum Development Associates, has described the ideal curriculum as the "unfinished one" (1975). Along with its other attributes, the ideal global curriculum should also be one that is always "unfinished." Similarly, the ideal curriculum development process should be viewed as continuous and dynamic. With this view of the process, vehicles must be built into the system for insuring that such "on-goingness" occurs.

In some ways, attention to the formal curriculum is considerably more simple than its equally significant relative, the informal curriculum. The former's ease, relatively speaking, probably exists because specific channels already can be found in most instances for bringing about change. In the case of the informal and/or societal curriculum (Cortes, 1980) such official channels do not exist. Hence, the serious global educator and/or change agent will need to create wholly new links between the innovation and the informal structure(s) that influence development of attitudes and knowledge. This may include enlisting support from local community groups and educating them about global education while

Because the infusion model assumes starting from an existing curriculum base and because each of these bases is different, each infusion model will have its own distinct features, points of emphasis, and procedures. Since we know, however, that each of the critical attributes previously discussed will be evident in a globalized curriculum, an infusion grid is easily created to suggest an initial process in developing a global curriculum. To use this grid:

- 1) Identify the content or subject area you wish to develop,
- 2) Examine and lay out the existing content of that subject area,
- 3) Study the critical attributes across the top of the grid,
- 4) In the spaces provided, identify specific places within the existing curriculum where global education critical attributes can be emphasized,
- 5) If no place can be identified as currently addressing the attributes, develop a sequence or series of lessons/ experiences which will effectively respond to the need.

CRITICAL ATTRIBUTES		Perspectivism	Interdependence	Connectedness	Diversity	Empathy	Multiple Loyalties	Ethical and Moral Maturity	Human Rights	Participation	Cooperation	Change	Conflict Management	Ambiguity
CONTENT AREAS	Science													
	Physical Education													
	Health													
	Arts/Creative & Performing													
	Economics													
	Anthropology													
	World History													
	Psychology													
	Literature													
	Social Studies													
	Foreign Language													

gaining their support for it. At the very least it must include attention to the source* of student's attitudes and behaviors. If the source is educated to become consistent with the goals of global education, schools are less likely to be asked to cure an ill but instead to provide enrichment opportunities to achieve societal goals. (Cortes, 1976)

Relationship of Global Education to Other Educational Innovations

Yet another issue needing to be addressed by the global education innovator has to do with the relationship between this perspective and other recent educational innovations. Once the issue of infusion is successfully addressed, questions about relationship will be much less a source of confusion. It will then be clear that global education is consistent with, supporting of, and in many instances, inextricably related to other important educational innovations. For example, multi-cultural education which stresses perspectivism and respect for pluralistic frames of reference is an important dimension of global education. Global education simply establishes the context in which multi-cultural education should take place. In other words, students educated toward multi-cultural values must live in a global environment. In order to live successfully in this global environment, they must

*The sources referred to here are key agents influencing political socialization of young people. Some of them include television, movies, and newspapers. In addition to media agents, the influence of "heroes" and highly visible figures must also be considered. Research supports the hypothesis that visibility lends credibility to a position regardless what it is. Thus, students who see a national-level personality demonstrating inappropriate behavior are more likely to think the behavior proper than if an average person provides the same action.

demonstrate effective skills in their pluralistic environment. Another important education innovation, law-related education, is also supportive of and closely linked to global education. Law, as a kind of order, is found in every society all over the world. Law simultaneously reflects a society's values and is shaped by them. To understand the role of the law in a specific culture or society one must also understand its cultural context. All of this is closely related to global education which emphasizes connectedness and interdependence of nations and peoples. Law, both in its formal and informal states, is the constant which facilitates relationships among peoples and nations. The most obvious link between global education and law-related education is the one shared with multi-cultural and other innovations. That is, whatever the content emphasis, its overall context or environment is still a global one, hence it must be viewed from a global perspective.

Finally, a word must be said about the relationship between foreign language and global education. Hardly an innovation, foreign language instruction is related to global education in much the same way as is multicultural education and law related education or any other content area. Foreign language should not exist in and of itself. Nor is its purpose simply teaching to decode and encode words. It should exist to improve communication and understanding among the world's peoples. Foreign language should be taught with the same global perspective as any other subject area.

Indeed there are those who contend that language and culture are inseparable: that one cannot truly understand one without knowing the other (Cole et al. 1974).

In addition, foreign language education is very important to global education in the United States for other reasons. Chief among them are:

1. The degree of communication necessary to carry on business transactions and to assist in technology transfer is impossible without knowledge of the language. Lack of understanding of the languages being spoken in the plant or office places one at an extreme disadvantage.
2. Addressing another in his or her own language, with attention to culturally accepted courtesy, is perhaps the ultimate expression of respect. To expect that all others will accommodate us by speaking English is an expression of a fundamental arrogance.
3. An educated person in any other country of the world is expected to speak several languages. In order for United States representatives abroad to be respected at the negotiating table, board meeting, trade fair, or sales meeting, they must be equally well educated.

For those who wish more information, the Appendix contains selected general reference citations pertaining to global education. Sources from which materials, suggestions, methods and examples may be obtained are also included.

V. SUMMARY REMARKS

This paper is different in both form and substance from other papers in this synthesis series. The unique nature of the topic has dictated an individual approach. Retracing our steps in this process of describing and placing global education in its rightful place, it is clear that several key themes recur in our discussion. They include:

- 1) Recognition that global education is larger than a single definition, class, or subject area. It is a world view. While a range of definitions are offered for this field, each of them shares and reflects the critical attributes discussed previously in this paper.
- 2) The case for global education is no longer a matter of "should we" but of the "how" and the quality of the process.
- 3) Promising beginnings have been made for global education. The field has been defined conceptually, and to some extent significant models have been developed for others to examine and build upon.
- 4) Much yet needs to happen. Massive implementation of global education goals in both our formal and informal curriculum need to occur. It appears that altering our "societal curriculum" and/or responding to it in constructive ways offers us the most significant challenge of all. Carlos Cortes, John Naisbitt and others remind us that the lessons of our environment are powerful influences on our behavior.
- 5) An optimism that the future can be a good one because we have the capacity to make it such. As Naisbitt (1982) says, "The world is comprised of multiple options;" and as Fisher (1972) says, "The future is not to be predicted but made." Effective global education will contribute greatly to the creation of futures richer for all on this planet.

As this paper draws to a close, it is well to offer both a reminder and an observation. First, our intent here has been to consolidate the most current thinking in the field--to offer a sense of direction and rationale. At no time have we suggested global education will be a panacea to the world's ills. We do believe, however, it is one of many critical ingredients in an improved and livable global society.

Finally, we hope that readers of this paper will recognize their own vital roles in the continuing refinement, definition, and implementation of global education. Instead of a "last word" on the subject, this paper should be read as a beginning. Much yet remains to be done before the words of Dostoyevski and Tagore are fully realized. We are, however, encouraged now more than ever of their potential reality!

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APPENDIX

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SELECTED SOURCES OF MATERIAL AND SERVICES
RELATED TO GLOBAL EDUCATION

Organizations:

The Center for Global Perspectives
218 East 18th Street
New York, N.Y. 10003

The Center offers a wide range of publications and services to teachers. One of its most notable publications is Intercom, a very helpful quarterly journal which provides classroom tools, resources, and teaching ideas with a global perspective.

The Center for Teaching International Relations
University of Denver
Denver, CO 80208

The Center produces teaching materials for use in grades K-12 on such topics as food and hunger, population, ethnic heritage, and cultural awareness. It also provides consultant services and inservice activities to schools.

The Global Development Studies Institute
P.O. Box 522
14 Main Street
Madison, N.J. 07940

The Institute provides curriculum outlines dealing with global studies for secondary schools and distributes Memos, a newsletter that annotates material relevant to global education.

The Mid-America Program for Global Perspectives in Education
513 North Park Avenue
Indiana University
Bloomington, IN 47405

MAP works with schools and other agencies to improve offerings in global education. MAP has also developed a series of teaching units and resource guides dealing with cross-cultural topics that are available at a nominal fee.

National Council for the Social Studies
3615 Wisconsin Avenue, N.W.
Washington, D.C. 20016

NCSS has become increasingly involved in global education activities, including coverage of global topics in Social Education and the publication of an International Social Studies Directory. In addition, several sub-groups within the Council, such as the International Activities Committee and the Inter-Nation Exchange Special Interest Group, are playing an active role in the area of global education.